DOCUMENT RESUME

ED 047 767 LI 002 657

AUTHOR Lee, Robert; And Others
TITLE A Plan for Developing a Regional Program of Continuing Education for Library Personnel in the Western States.
INSTITUTION Western Interstate Commission for Higher Education, Boise, Idaho.
PUB DATE Sep 69
NOTE 66p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Adult Education, *Librarians, *Library Education, Professional Continuing Education, *Program Planning
IDENTIFIERS *Western Interstate Commission for Higher Education, WICHE

ABSTRACT

The primary objective of this program is to assist each of the participating Western Interstate Commission for Higher Education (WICHE) states in developing a long-range continuing education program for library personnel. The means for accomplishing this objective are: to develop an integrated program, utilizing a variety of educational methods, which will provide a continuity of educational experiences for library personnel and to develop a regional organizational structure for initiating and continuing long-range coordinated programming of educational activities for library personnel in the WICHE states. The proposed four-year plan (July, 1969 to June, 1973) will have four periods: (1) a transitional stage (July, 1969-December, 1969)-- to provide immediate means of meeting some of the priority needs of the states and to recruit and train program associates; (2) phase one (January, 1970-December, 1971)--program director will implement an overall organizational structure and supportive activities; (3) phase two (January, 1972-December, 1972)--state level staff and program with a State Director in each state supplemented by continuing regional educational activities and (4) evaluation stage (January, 1973-June, 1973)--final evaluation of the accomplishments and impact of the total program to determine future direction. (NH)

ED 047767

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

# A PLAN FOR DEVELOPING A REGIONAL PROGRAM OF CONTINUING EDUCATION FOR LIBRARY PERSONNEL IN THE WESTERN STATES

Prepared by

Dr. Robert Lee, Chairman
Department of Librarianship
Kansas State Teachers College

Dr. Lawrence A. Allen, Dean
School of Library Science
University of Kentucky

Dr. Peter Hiatt, Associate Professor
Graduate Library School, Indiana University
Library Consultant, Indiana State Library

Assisted by

Mrs. Barbara Conroy, Coordinator
Library Program, WICHE

and

John Minter, Director
Special Higher Education Programs, WICHE

Planning activities were supported financially by the state libraries of the following WICHE states:

Alaska, Arizona, Colorado, Idaho, Nevada,
New Mexico, Washington and Wyoming

LI 002 657

Western Interstate Commission for Higher Education

September, 1969

Table of Contents


Purpose . . . . . 1

Program Objectives . . . . . 1

Problem . . . . . 1

Beginnings of an Idea . . . . . 2

Planning . . . . . 3

Needs Surveys . . . . . 4

Programming . . . . . 5

Regional Plan . . . . . 14

Organizational Structure . . . . . 14

Program Tasks . . . . . 21

Transitional Stage . . . . . 21

Phase One . . . . . 21

Phase Two . . . . . 28

Evaluation Stage . . . . . 31

Appendix:

A. Chart of the Educational Programming Needs of Library Personnel as Reported in the State Visits

B. Illustrative Programs

C. Map of WICHE Region

D. Job Descriptions of Program Personnel

1. Program Director

2. Program Associates

3. State Director of Continuing Education for Library Personnel

## PURPOSE

Because of the manpower shortage in libraries and the need to utilize library personnel effectively, the intent of this plan is to improve the professional services of library personnel in the western states, with particular emphasis on developing a long-range program of continuing education.

## PROGRAM OBJECTIVES

**LONG RANGE PROGRAM**

The Primary Objective of this plan is to assist each of the participating WICHE states in developing a long-range continuing education program for library personnel.

Specific Objectives of this plan are the means for accomplishing the primary objective;

**PROGRAM CAPABILITY**

To develop an integrated program, utilizing a variety of educational methods, which will provide a continuity of educational experiences for library personnel; and

**STRUCTURE**

To develop a regional organizational structure for initiating and continuing long-range coordinated programming of educational activities for library personnel in the WICHE states.

## THE PROBLEM

The manpower shortage in the field of librarianship, the increasing demands for quality library service, the impact of new technology on library services, and many other factors have made continuing education for all levels of library personnel increasingly necessary. It is essential that the library profession develop and utilize its present personnel more effectively.

One obvious and meaningful way to achieve this aim is to implement a continuing education program designed to confront these problems. Available training programs for library personnel are provided by library schools, state agencies and professional organizations. However, investigations by librarians and others interested in the field indicate that present opportunities are not adequate to meet educational needs. Extensive budgets and time, together with skilled staff, are required to plan and implement quality programs.

## BEGINNINGS OF AN IDEA

In June, 1967, WICHE received an invitation to participate in an informal discussion with the State Librarians of Colorado, Idaho, Montana and Wyoming. The purpose of the meeting was to develop a concept and a means to implement a program of continuing education for working librarians.

On July 1, 1967, the group met in San Francisco, joined by representatives from four additional states: Arizona, Nevada, Utah and Washington. This group recommended 1) that an office, to be supported by the states, be established at WICHE, 2) that the continuing education needs of library personnel be surveyed, and 3) that WICHE staff assist the states in developing a means of meeting these needs and begin exploring sources of funding for such a program.

Final agreement was reached on September 15, 1967, at a meeting in Jackson, Wyoming. The librarians proposed a letter of agreement to support the development of a plan by WICHE for an interstate continuing education program for librarians. WICHE began building a list of candidates for the position of Program Director.

In the summer of 1968, three library educators, who had been contacted as possible candidates for the directorship, met and were enthusiastic about the proposed program and suggested that a team-consulting approach

might be used to do the initial planning which would enable the program "to get off the ground." The consultants were Dr. Robert Lee, chairman, Department of Librarianship, Kansas State Teachers College, Dr. Lawrence A. Allen, dean, School of Library Science, University of Kentucky; and Dr. Peter Hiatt, associate professor, Graduate Library School, Indiana University, and library consultant, Indiana State Library. This idea was agreed to by WICHE, and the planning phase was begun.

## PLANNING: September, 1968, to June, 1969

The major purpose of the planning phase has been to design a plan which could effectively assist each of the participating states in developing a long-range continuing education program for library personnel, taking advantage of regional resources and regional cooperation.

Major goals of the planning phase were:

1. To identify the continuing education needs of library personnel in the participating states;

2. To identify educational resources in the participating states; and;

3. To develop a plan to implement a continuing education program to meet the identified educational needs.

Financial support for the planning phase has come from eight WICHE states: Alaska, Arizona, Colorado, Idaho, Nevada, New Mexico, Washington and Wyoming, funds coming primarily from Library Services and Construction Act Title III funds.

## NEEDS SURVEYS

Each participating state (i.e., contributing state) was visited and surveyed by one of the consultants. In each state, the first day was devoted to an explanation of the purposes of the WICHE survey, and to a conference with the State Librarian and his staff regarding their perceptions of the educational needs of library personnel in the state. On the second day, library leadership from each type of library, library educators and state library association representatives, were brought together to lend further help in the process of identifying educational needs, existing resources, and desirable educational approaches.

The states not involved in the planning phase but interested in being briefed about the program were also scheduled for a consultant visit. This was to acquaint these states with the objectives of the planning phase and with the potential of a regional program of continuing education.

Following the completion of the surveys in the participating states, an analysis of the data indicated four general educational clusters of "major concern" to librarians throughout the region.

1. Administrative and managerial skills and abilities, with particular emphasis on scientific management, leadership development, human relations, planning and programming, personnel administration, supervisory skills, financial management, library law, public relations, and methods of evaluation.

2. Role of libraries, with special attention to the philosophy of librarianship and the relevance of a library to contemporary social issues and concerns in the nation and community.

3. Changing patterns, with emphasis on developing an awareness and understanding of current library developments in various areas:

a. Service through library systems and increased inter-library cooperation;

b. Library service to the unreached: disadvantaged, institutionalized, migrant, handicapped, with interest in both methods and materials; and

c. State of the art in the greater use of technology for materials access: library applications of data processing, centralized processing, organizing media centers, evaluation and utilization of non-book materials.

4. Basic library skills -- Introduction to cataloging, reference, selection and circulation methods for non-professional library personnel.

See Appendix A for a detailed listing of educational needs as reported by each state.

The plan is focused primarily on meeting these identified needs. It seeks to utilize and supplement existing resources, and create an overall coordinated regional approach to provide a continuing program of educational development in the western states.

## PROGRAMMING

### PROGRAM CAPABILITY OBJECTIVES

Programming is the means for providing educational activities on a planned, sequential basis. Educational activities will build on a base of formal education completed (whether high school, junior college, college, professional or graduate school), on job experience, and on involvement in previous continuing education activities.

Program activities will be directed to personnel at all levels in all types of libraries. Typically, this will be education of a continuing nature,

i.e., provided after an individual's formal program of education has been completed. These educational programs will supplement, not replace, existing educational activities.

The subsequent sub-sections on programming include: a statement of the guidelines for the total WICHE program of continuing education for library personnel; program planning principles; methodology; and a description of some illustrative programs designed to meet the identified needs stated in the previous section, including an explanation of the 3T concept (training the trainer).

## GUIDELINES

Any successful educational activity, or program of activities, must be based on the identified needs of the participants. In the design of activities for the WICHE program of continuing education for library personnel, we suggest the following guidelines:

1. An effective program design:

   a. Providing for continuity of experience to promote and reinforce the development of particular skills, attitudes and knowledge;

   b. Providing a systematic and sequential progression of experiences at various levels of complexity;

   c. Providing educational experiences of a problem-oriented nature which is meaningful to the participant in his daily work situations; and

   d. Utilizing available educational resources, supplementing and reinforcing library education programs in western institutions of higher education and the continuing education opportunities offered by state agencies and professional organizations.

2. A variety of educational methods and resources:

   a. Appropriate methodology depends on factors such as: specific objectives of the activity, content, level of presentation and the needs and interests of participants; and

   b. The experiemental and evaluative nature of the total program is aimed at prototype testing of a wide range of educational methods and techniques. Participative program designs, encouraging maximum learning possibilities, will be stressed throughout. Among the methods which seem appropriate at this time are: self-study, correspondence courses, workshops and institutes, seminars, programmed learning, traveling institutes, etc. Each of these should be supported and reinforced by specially designed materials.

3. Educational opportunities provided as interrelated units of a long-term continuing education program:

   a. Specific activities to achieve short-term objectives and to contribute to long-term planning.

   b. Priority will be given to educational activities which have a multiplier effect, i.e., training trainers such as systems librarians, school library supervisors, department heads, etc.; and

   c. Follow-up activities will serve to interrelate activities and to support the long-term planning objectives.

4. Clearly defined objectives for activities designed for specific groups:

a. In order to clarify objectives and meet actual needs, potential participants will be involved in planning; and

b. Objectives of programs may be changed and refined as the needs and concerns of the group are altered. Flexible programming is the keynote.

5. Activities strategically located and widely publicized:

a. Program staff will explore methods to build incentives for participation in the program.

b. Educational methods and techniques which will allow persons from remote areas to participate in continuing educational activities.

6. Evaluation of each educational opportunity offered:

a. Evaluation instruments to measure results with respect to the objectives of the program, its costs and the effectiveness of particular methodologies used; and

b. Evaluation will measure the success and impact of educational activities and give direction for change, extension and expansion of the programs.

PROGRAM PLANNING PRINCIPLES:

1. Adults can diagnose their own needs and can identify for themselves what they need to know;

2. Adults must have a desire to learn. The adult must have a felt need that learning is required. That is, he must have recognized

that there is a gap between where he wants to be and his present knowledge, skill or attitude;

3. Adults will learn only what they feel they need to learn to achieve personal objectives (motivation). The adult must feel that learning will help him in some way;

4. The learning sequence should be strongly influenced by that knowledge which is necessary for the adult to advance from one phase of development to another;

5. Adults learn by doing, and effective learning does not usually take place by having someone lecture on concepts. An adult must participate in the total learning process, including the establishment of the goals;

6. Adult learning centers on problems; and these problems must be realistic. This is the problem-centered, rather than the subject-centered, approach. His reason for learning is usually to cope with, or solve, a problem, rather than learning for learning's sake;

7. Experience affects adult learning. Learning involves a process of association with past experiences;

8. Most adults learn best in an informal environment. The physical and emotional environment should be one characterized by relaxation. As a rule of thumb, the more participation on the part of the adult, the better;

9. A variety of methods and techniques should be used in teaching adults. The lecture technique has its place, but a variety of group participative techniques is usually more effective; and

10. Adults can evaluate their own learning progress. Most adults want recognition of achievement. An adult usually enjoys being placed in competition, but not with himself. He is interested in learning, but competition with his fellows for grades can be an obstacle to learning.

## METHODOLOGY: THE KEY

Ultimately, learning is an individual phenomenon, with the learner selecting from a multitude of alternatives. Current developments in the techniques of teaching offer possibilities for effective learning in an independent, self-directed study situation. Programmed instruction, the teaching machine, and computer assisted multi-media courses are examples of this newer technology. Combining these with the new concepts in group learning, including interpersonal relationships and laboratory methodology, it is possible to create innovative learning environments. Listed below are examples of various types of approaches, in addition to workshops and institutes, that could be used in implementing particular types of informal and formal programs of continuing education.

1. Specially packaged self-study materials, including key readings, training films, testing and evaluation instruments and skill-building exercises for administrative tasks such as managerial communications or how to prepare a procedure manual. Such kits could be used in systems meetings and in-service training programs, or could be self-administered or directed by a trainer;

2. Videotapes depicting personnel administration principles illustrated by specific, situation portrayals for use over an ETV channel, or in-house monitor system, as a basis and stimulant for discussion sessions. On request, these are sent to scattered communities, used as an in-service training tool for large libraries or library systems, or incorporated in professional association meetings;

3. Existing educational opportunities offered by in-service programs or professional organizations supported with shared resources, consultant help, etc., as well as the creation of new institutional and/or multi-agency in-service training programs;

4. Exchange of resource people and programs among areas having common needs at similar levels;

5. A student exchange arrangement (similar to the present WICHE structure for dental hygiene students) in which the students from states without programs of study in library education are enrolled at residential rates in the professional graduate program;

6. Dissemination of information and guidance concerning formal, professional education activities of the degree-granting institutions with incentives and encouragement to prompt library personnel to consider attendance.

7. Impact evaluation of the original experience and clarification of questions and issues resulting from the application of that experience, follow-up correspondence, meetings and professional judgment could be used. In addition, evaluation would concern itself with the pertinence of materials used and the need for additional program activities or state library consultation.

## SOME ILLUSTRATIVE PROGRAMS TO MEET IDENTIFIED NEEDS

Several programs are described here as illustrative examples of educational activities to meet the priority needs of library personnel in the WICHE area.

### Administrative and managerial skills and abilities:

The program, Management Techniques and Skills, is designed to provide basic information on leadership, planning, staffing,

communications, and financial management. The intent of the program is to provide a means of individual learning, in the area of management, for librarians unable to attend workshops or institutes on management. Self-directed learning would be accomplished by such means as: selected readings, programmed learning, and self-testing materials on administration and management.

Role of Libraries:

The program, Social Change and Librarianship, is designed to develop an understanding of contemporary social, economic, and cultural developments that have implications for library aims and services. The intent is to develop an awareness of societal trends and the relevance of libraries to major concerns in the nation and the community. The activity would be organized as an institute and would include lectures, discussion, and analysis of data to identify areas of concern that have implications for library service.

Changing Patterns:

The aim of the program, Systems Analysis, is to develop an understanding of the basic concepts of systems analysis and to acquire skill in applying these concepts to library operations. The program, which was designed by the Systems Development Corporation under a grant from the USOE, utilizes a multi-media approach to learning. The program will be presented on an in-service training basis, in six 2-hour sessions, to be held in two or more locations within a state.

Basic Library Skills:

The aim of the program, Fundamentals of Librarianship, is to develop the basic, practical skills of library organization, organization of materials, reference techniques, circulation procedures, and other necessary housekeeping techniques. A three-part program would start with a three-day workshop directed toward the development of skills for application at home; this session would be followed up with programmed learning materials; and a three-week, summer program would later lead these participants into other aspects of library service by building on the skills learned and applied from the earlier aspects of the program.

Training the Trainers:

The purpose of this key program, Training the Trainers, is to train people in management positions who could, in turn, return to their positions and develop or improve training programs in their own areas. These people would be looked upon as resource people not only by their own organization but by other agencies in their area as well. In essence they become trainers in their own geographic areas. These people would be trained in a five-day residential workshop, to be followed-up by a training program which they would implement back home under the guidance of one of the faculty-consultants.

Note: See appendix for fuller descriptions and additional examples of programs.

## REGIONAL PLAN

OBJECTIVE: To develop a regional organizational structure for initiating and continuing long-range coordinated programming of educational activities for library personnel in the WICHE states.

This plan is designed to assist individual states in developing a continuing education program on the state level and to establish a regional program. The reasons for the regional approach are:

1. The majority of the states in the region do not individually have the necessary financial or human resources to provide a comprehensive program of continuing education;

2. Comprehensive regional planning can take into account current priority needs and the effective utilization of scarce regional resources;

3. Development of cooperative endeavors can be stimulated by means of interchange of ideas and programming resources regionally;

4. Adequate initial funding and qualified leadership are more likely to be attracted to a regional program.

The advantages of regional planning and programming are evident. In addition, sponsorship by WICHE, a regional organization, takes advantage of established leadership and experience in the development of similar professional educational programs. Initial contact and communication with library educators and library personnel regarding this regional approach has been highly supportive.

## ORGANIZATIONAL STRUCTURE

The development of an organizational structure reflecting the regional approach should result in an effective continuing education program for

library personnel. Briefly, the proposed four-year plan (July, 1969 to June, 1973) will have four periods: a transitional stage, two implemental phases and an evaluation stage:

Transitional Stage (July, 1969 - December, 1969)

Immediate state and regional programming based on the needs identified in the participating states. Recruiting and training of program associates.

Phase One (January, 1970 - December, 1971)

The Program Director will implement an overall organizational structure and supportive activities. As many as three Program Associates will serve as his programming arm, providing educational activities related to the assessed educational needs and resources in participating states. State Directors of Continuing Education will be recruited during the second half of this phase.

Phase Two (January 1972 - December, 1972)

State level staff and program with a State Director in each participating state supplemented by continuing regional educational activities.

Evaluation Stage (January, 1973 - June, 1973)

Continued state and regional programming. Final evaluation of the accomplishments and impact of the total program to determine future direction.

Complementing the levels of personnel outlined here are the various Advisory Committees. Each will represent and involve library leadership and assist in program development.

The Program Advisory Committee (PAC), composed of representatives from the participating states and persons from the fields of librarianship and education, will be responsible for approving and funding programs of continuing education at regional and state levels.

The State Advisory Committee will come into existence during the second phase of the program and will be composed of library leadership from various types of libraries in each state. Its function will be to develop, with the State Director, programs of continuing education at the state level.

These advisory bodies will be prime channels of communications, providing program personnel with representative viewpoints regarding program proposals and providing their areas with information regarding the WICHE program. The PAC will be responsible for assigning funds to approved projects on the state and regional levels.

The proposed structure outlines the most desirable level of activities needed to meet the educational needs in the states. Flexibility in implementing this structure is a primary advantage. Pending funding of the program and availability of qualified persons, each level of personnel can be introduced as warranted.

The Program Director should be involved in the transitional stage activities as well as developing initial organizational procedures. Program Associates may be added as qualified persons are found and duties assigned in accord with stages of organizational development. The rate at which the states appoint State Directors of Continuing Education will probably vary. Neighboring states may decide to share a State Director of Continuing Education.

Some educational needs are more effectively and economically met by programs at the regional level. Yet, many of the needs identified by the initial

state surveys would be most appropriately met by local programs. With the dual regional-state approach, programming adaptation is not only possible but encouraged.

The following three charts illustrate the organization and the functions of the proposed levels of organization and phasing. The first, Exhibit A, Organizational Chart, shows the structure as implemented in Phase One, with the Program Director and three Program Associates. The second, Exhibit B, Organizational Chart, shows the structure as fully implemented in Phase Two with the appointment of Directors of State Programs and the establishment of State Advisory Committees. The third, Exhibit C, Functional Chart, lists the continuing functions of each staff position and Advisory Committee, showing how these functions relate to each other to accomplish the goal of interstate cooperative programming.

Exhibit A

Organizational Chart

(Phase One)

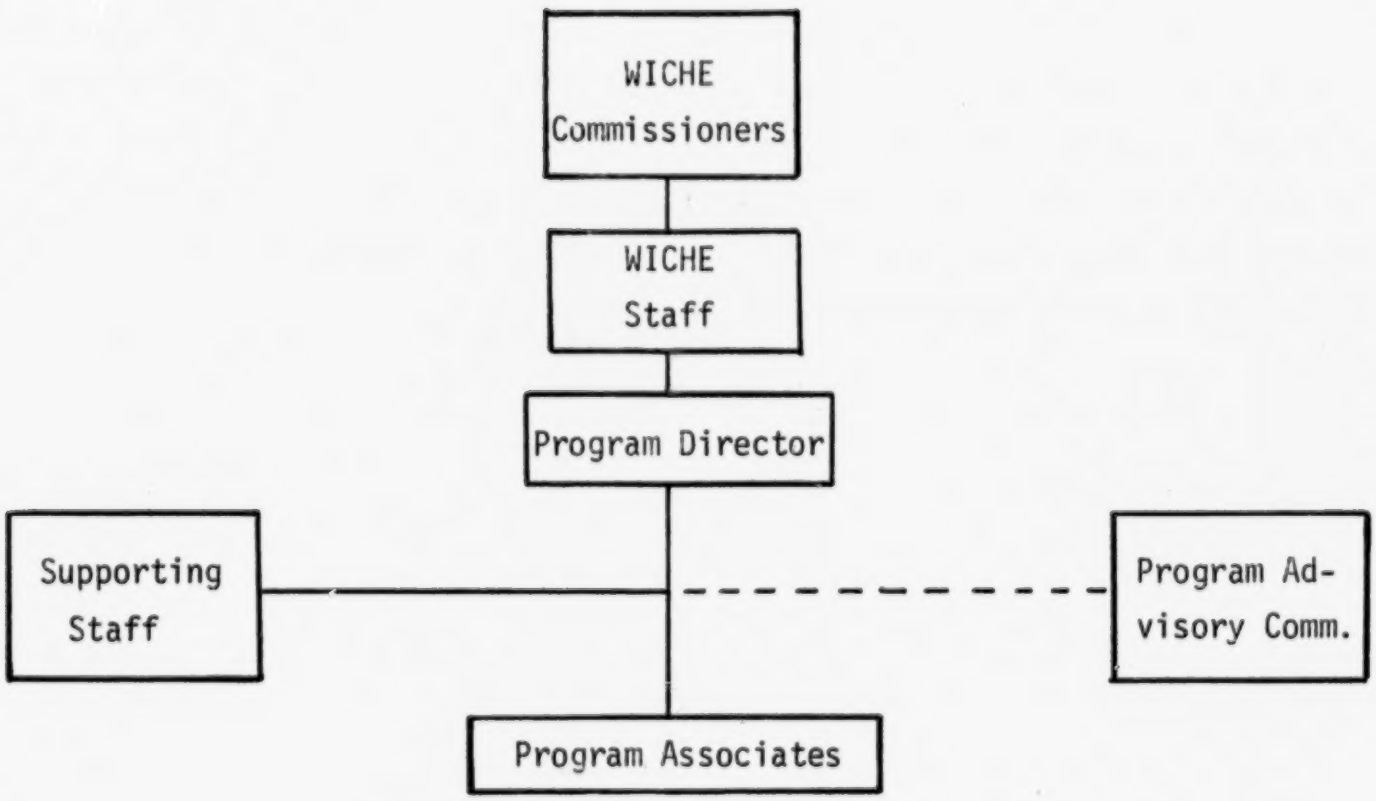

Exhibit B

Organizational Chart

(Phase Two)

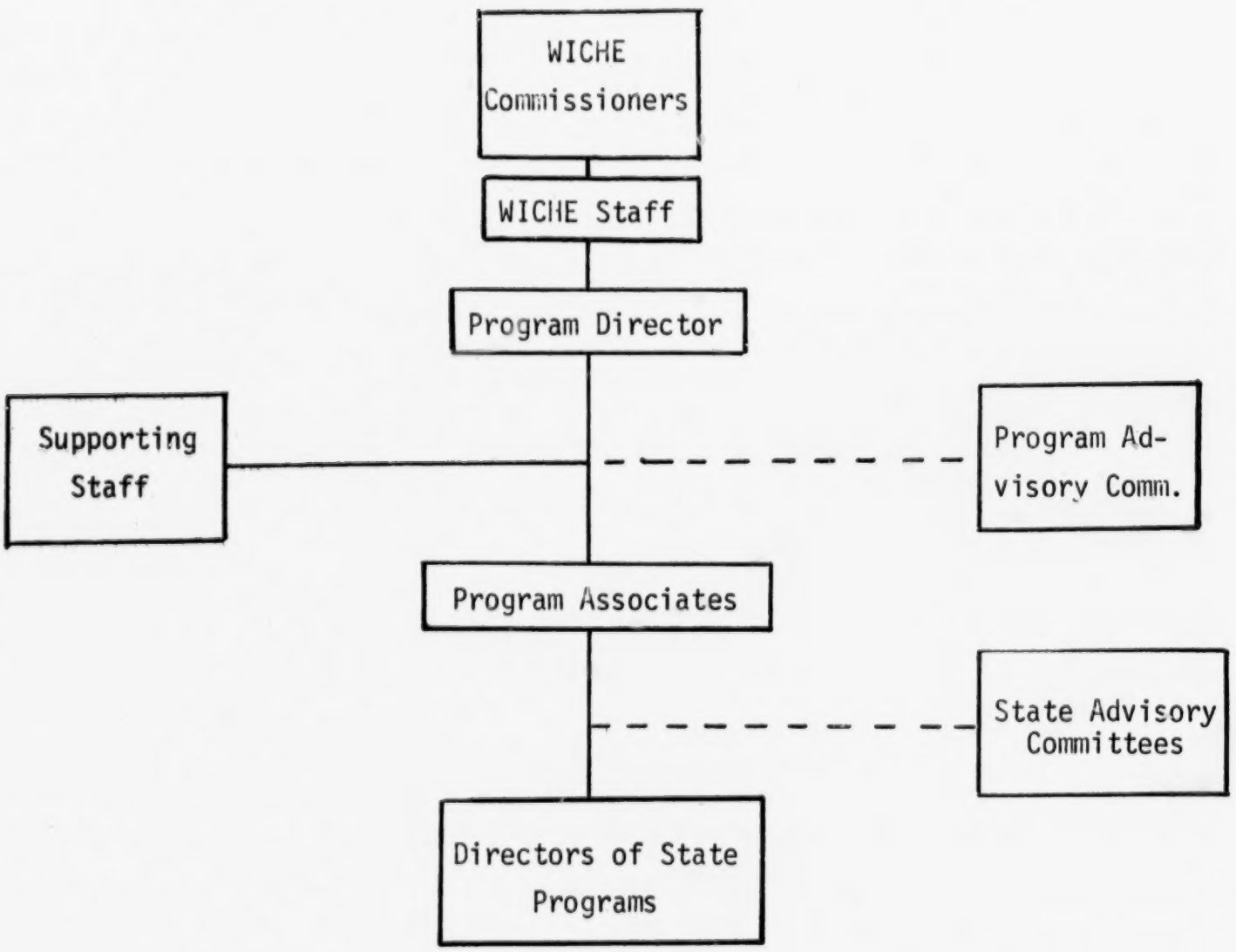

Exhibit C

Functional Chart

**Western Interstate Commission for Higher Education**

a. appoint Program Director
b. seek funding
c. supportive staff and headquarters

**Program Director**

a. develop organizational procedures and priorities
b. training program for Program Associates
c. coordinate staff and program activity
d. initiate educational activities
e. promote cooperative educational endeavors
f. guidance to Program Associates
g. build resource bank
h. public relations and communications activities
i. stimulate appropriate training materials
j. evaluation and review

**Program Advisory Committee**

a. approve and fund regional plans
b. approve and fund state plans

**Supportive Staff**

**Program Associate**

a. develop organizational procedures and priorities
b. awareness of state needs
c. design and implement state and regional programming
d. inventory resources in states
e. coordinate educational activities in region
f. encourage cooperative educational endeavors
g. develop and test educational activities and methods
h. institute public relations and communications activities
i. training program for State Directors
j. establish consultation relationship with State Director
k. coordinate state plans, supplement them with sub-regional plan
l. encourage development and use of materials and resources, research projects
m. evaluation and review

**State Director of Continuing Education for Library Personnel**

a. organization and coordination of statewide activities
b. procedures for assessment of needs and resources
c. communications and public relations
d. develop and implement statewide program design
e. maintain resource bank
f. evaluation of activities

**State Advisory Committee**

a. assists in developing state plan

## PROGRAM TASKS

Specific activities to implement the program are detailed here within the context of Phase One and Phase Two. Although these tasks are means of accomplishing the objectives of the program, their method of accomplishment should be considered flexible and contingent on direction provided by the Program Director and the Program Advisory Committee.

### TRANSITIONAL STAGE (July, 1969, to December, 1969)

Educational activities during a transition period could be designed and implemented by the three consultants, who will serve in lieu of the Program Associates for Programming. These activities would provide an immediate means of meeting some of the priority needs of the states surveyed in the planning phase while the Program Director is searching for and hiring the three Program Associates. Examples of the kinds of activities proposed for this period have been prepared, see Appendix B.

### PHASE ONE: (January, 1970, to December, 1971)

Phase One will emphasize the development of regional programming activities among the WICHE states wishing to participate in the program. At the end of the first year, a careful evaluation of the effectiveness of the structure and of the programming will be made and steps taken to modify and adapt the structure and programming in accord with those findings.

1. The Program Director will recruit a team of Program Associates, each responsible for regional programming within the WICHE area. The Program Associates will be housed at the WICHE offices. Specifications for this position are outlined in the job description appended to this document (Appendix D).

2. The Program Director, in consultation with the WICHE Associate Director for General Regional Programs, will be responsible for selecting a regional Program Advisory Committee representing regional and national expertise from the fields of librarianship, library education and adult education, and from each participating state.

3. The Program Director will develop and implement a training program designed to prepare Program Associates for the task of planning and implementing an effective continuing education plan for library personnel at the interstate level. About two weeks of training time is anticipated for initial orientation, clarification of responsibilities, and leadership training. The initial training program will be supplemented with individual counseling and guidance from the Program Director, as well as follow-up sessions and a variety of training materials. Evaluation of the training program will include the participants, the resource persons, and the Program Director.

4. The Program Director and the Program Associates will establish organizational procedures necessary to effectively coordinate program activities, including the formulation of guidelines, procedures and priorities.

5. Program Associates will make themselves aware of the educational needs of library personnel in the states in the WICHE region. They will extend and refine the initial surveys made by the consultant team during the planning stage. WICHE states joining the program during Phase One will be surveyed by a Program Associate.

6. Program Associates will make themselves aware of regional resources by identifying personnel resources, materials resources, and methodology pertinent to continuing education for library personnel. These inventories

will provide a basis for establishing a resource file listing available training personnel, materials, program designs and pertinent literature.

7. Each Program Associate will design and prepare a written plan for providing continuing education opportunities for library personnel within the states included in the region. These plans will seek to meet the educational needs of library personnel and supplement existing resources working toward similar ends in the sub-regions. Each Program Associate will be assisted in the design of regional educational activities by the Program Director and appropriate resource people, agencies, and institutions. The plan will be designed to extend educational opportunities for library personnel and to complement existing library education programs in the region.

8. Each Program Associate will submit his plan for educational program activities to the Program Director for review. The Program Director will provide counsel and guidance as needed in the development and revision of this plan. Each plan will then be forwarded to the Program Advisory Committee for approval and funding.

9. Each Program Associate will implement his plan after approval and funding by the Program Advisory Committee. Programming funded by the project will be based on guidelines established by the Program Director in cooperation with the Program Associate.

10. The Program Director and Program Associates will stimulate the development and use of appropriate training materials in regional educational programming for library personnel. This will be done by discovering, adapting or using what is available as well as encouraging the development of original materials. Research projects will be submitted to the Program Director and be incorporated into the programming design, if feasible and desirable. Research should be aimed at testing and evaluating participant performance, the program or program materials.

11. The Program Director and Program Associates will coordinate communications at various levels:

a. They will determine responsibilities and develop guidelines for establishing and maintaining effective, two-way channels of communication involving the following:

(1) appropriate professional organizations;

(2) relevant professional meetings;

(3) library educators, information science personnel, and adult educators in the region;

(4) pertinent state agencies and educational institutions in the region; and

(5) publications such as bi-monthly informational newsletters, periodic progress reports, and annual reports of activities.

b. They will exchange information informally with staff members involved in other WICHE programs, including the preparation of appropriate materials for various WICHE publications.

c. They will establish the procedures to provide the free flow of information among the program staff.

12. The Program Director will have major responsibility for the public relations aspects of the program, including coordination of the public relations activities of the Program Associates. His primary efforts will

be regional and directed toward both lay and professional audiences. He will provide appropriate information and advice upon request to individuals and groups desiring information on the program. This responsibility will involve a variety of interrelated activities:

a. Orientation and briefing sessions;

b. Publication--progress reports designed for various elements of the library profession;

c. Travel of appropriate personnel to represent WICHE and the program at selected professional meetings of organizations expressing an interest in the program; and

d. Membership in professional organizations whose concerns are related to the activities of the program.

13. Each Program Associate will be responsible for developing a coordinated public relations program related to his educational programs.

14. The WICHE library program staff will establish procedures to review the pertinent professional literature and research pertaining to program activities.

15. The Program Director and the Program Advisory Committee will explore the possibility of the development of a WICHE student exchange program for persons to attend, at resident tuition, one of the accredited library schools in the western states, if they reside in states in which there is not an ALA accredited graduate library school.

16. The Program Director and Program Associates will promote and encourage cooperative endeavors in the area of continuing education for library personnel among interested agencies, professional associations and other organizations.

17. The Program Director and Program Associates will appoint an independent evaluation team of consultants, including specialists in library education, adult education methods and media. They will review the program in relation to its organization, procedures, staffing pattern and programming activities to assess the impact of the program and achievement of its objectives. Reports and recommendations will be made to the Program Director. Findings of the evaluation team, together with a program staff critique, will form the basis for the modification of the structure and programming. Indicated structural changes and program refinements will be formulated by the Program Director, the Program Associates, and the Program Advisory Committee in order to give direction to program activities for the second year of Phase One.

18. The Program Director will develop a plan for effective decentralization of the functions and programming appropriate at the state level at the end of Phase One, preliminary to Phase Two. The aim will be to transfer certain functions to the state level, such as: assessment of needs, inventory of resources, partial programming, public relations, and communications. These functions will be implemented by means of the structure outlined in Phase Two.

19. The State Librarian selects and appoints a State Director of Continuing Education for Library Personnel. WICHE program staff may assist the State Librarian in the selection of the State Director.

The following outcomes are anticipated as a result of completing the program tasks for Phase One:

a. An awareness and understanding of the need for and the value of continuing education activities for library personnel throughout the region will have been created.

b. Educational needs of library personnel, in particular those in remote locales, will have been partially met by coordinated regional programming activities, and these activities will have been evaluated.

c. The organizational structure and procedures for the program will have been established, evaluated in use and modified, including the program staff, Advisory Committees, etc.

d. Program Associates will have been trained in designing and implementing educational programs.

e. A resource file for the continuing education of library personnel will have been created. Users will include the participating states, the program staff, and individuals, agencies and institutions throughout the region and in states outside the region.

f. An opportunity will have been provided to incorporate into the program appropriate selected independent research projects concerning such factors as participants, materials, and programs.

g. Training materials pertinent to the designs of the regional educational activities will have been developed, produced, and tested.

PHASE TWO: January, 1972, to December, 1972

This phase focuses on emerging state programs of continuing education for library personnel. The State Librarians in those states participating in the program at Phase Two will select and appoint State Directors of Continuing Education. The goals of Phase Two will be to continue to provide regional educational opportunities for the state's library personnel and to help establish an organizational structure for similar opportunities at the state level.

1. The State Director will identify and recommend appointment of a State Advisory Committee composed of representatives from the fields of education and librarianship and from the various types of libraries in the state.

2. A training program for the State Directors will be established by the WICHE library program staff. This program will include orientation activities and leadership training, in addition to the skills needed for designing and providing educational activities. The Program Associates will assume primary responsibility for training, and will continue to provide counsel at the state level.

3. The State Director will, with the assistance of the Program Associate, establish organizational procedures necessary to create and implement a statewide program.

4. The State Director will establish procedures for the continuous assessment of educational needs of library personnel in the state. This will be based upon, but will supplement and detail, the earlier assessment by the Program Associate.

5. The State Director will establish procedures for building a state resource file of available and effective personnel, materials, and other

resources needed for programming. This will be based upon, and will supplement and detail, the earlier assessment of resources made by the Program Associate.

6. The State Director, with assistance from the State Advisory Committee, will develop a written plan for the programming of educational activities within the state. The WICHE library program staff will provide counsel and guidance as needed and requested. This plan will include the pattern of activities desired and appropriate resources available as well as the funding necessary to accomplish the objectives. It will be based on an analysis of educational needs and will effectively utilize state and regional resources. The custom designed plan will reflect state needs and resources, giving priority to those needs unique to the state.

7. The State Director will submit a written plan for approval to the State Librarian. It will then be forwarded to the Program Advisory Committee for approval and funding. The State Director may turn to other interested agencies and organizations to finance plans or sections of plans not recommended for funding by the Program Advisory Committee.

8. The State Director will develop procedures for establishing and maintaining communications and public relations with adult education organizations, library education institutions, and library personnel throughout the state.

9. The Program Associate will encourage the State Directors to use appropriate educational materials and innovative programming related to the continuing education for library personnel.

10. The Program Director maintains his previous role -- a regional stimulator, administrator, and coordinator.

11. The Program Advisory Committee, responsible during Phase One for approving plans for educational programming activities developed by Program Associates, will continue this function in addition to being responsible for the approval of state plans as developed by Directors of State Programs. The Committee will also receive and review annual reports submitted by the Program Director, Program Associates, and State Directors and consider them in making recommendations for more effective structure and programming.

12. State Directors will be responsible for an annual evaluation of the state program and review of activities.

The outcomes anticipated as a result of the tasks accomplished during Phase Two of the program include the following:

a. State level organizational structures providing continuing education for library personnel will have been established.

b. Educational needs of library personnel will have been re-assessed in each state.

c. State plans for continuing education for library personnel will have been developed and programming activities provided, supplemented by continued regional programming.

d. State Directors will have been trained in the skills of program design and implementation.

e. A liaison will have been established with the Program Director's office by each participating state.

f. State and regional resource files will have been created.

## EVALUATION STAGE (January, 1973, to June, 1973)

The final six months will be devoted to an evaluation of the total program. This will be accomplished by a team of independent consultants from the field of librarianship and adult education. It is suggested that this team be employed from the first phase of the program, i.e., January 1970, so that they might evaluate the first phase of the project and develop an evaluation design for the final evaluation. The Program Director and Program Associates will work closely with the team in the evaluation procedures.

The evaluation team will be responsible for assessing the accomplishment of program objectives and the impact of the program on the library personnel involved. This evaluation would also provide recommendations regarding the continuation, modification, and improvement of the program. Evaluation and recommendations in the form of a report would be sent to the WICHE Commissioners via the Program Director.

Outcomes anticipated from the implementation of the total program (both first and second phases) include the achievement of the objectives of the program:

LONG RANGE PROGRAM — The Primary Objective of this plan is to assist each of the participating WICHE states in developing a long-range continuing education program for library personnel.

Specific Objectives of this plan are the means for accomplishing the primary objective:

PROGRAM CAPABILITY — To develop an integrated program, utilizing a variety of educational methods, which will provide a continuity of educational experiences for library personnel; and

STRUCTURE — To develop a regional organizational structure for initiating and continuing long-range coordinated programming of educational activities for library personnel in the WICHE states.

In addition, the following outcomes may also be realized:

a. The regional-state structure will allow prompt assessment of needs and satisfaction of needs of regional and state groups through programming activities.

b. Resource files will have been made available to aid in the development of quality continuing education opportunities, including persons, program designs and pertinent materials, used on a state, regional or national basis.

c. An awareness of demonstrated value to participants in continuing education activities will show the nature and value of a regional approach as a basis for long-range sequential programming for continuing education for library personnel.

d. Pertinent programs, methods, and research will have been demonstrated and tested.

e. The regional and coordinated structure and programming may serve as a prototype for other regions and may have implications at the national level.

f. The educational models developed may have important implications for formal academic programs of library education.

## APPENDIX

A. Chart of the Educational Programming Needs of Library Personnel as Reported in the State Visits

B. Illustrative Programs

C. Map of WICHE Region

D. Job Descriptions of Program Personnel

   1. Program Director
   2. Program Associates
   3. State Director of Continuing Education for Library Personnel

Appendix A

## Chart of the Educational Programming Needs of Library Personnel as Reported in the State Visits

The consultant visits to the participating states in the planning phase were designed for the following purposes:

to determine the educational needs of library personnel at the state level;

to ascertain desired design elements in programming;

to discover educational resources available and pertinent to needs of library personnel; and

to discover their view of the role and potential of the WICHE program.

This chart details the expressed needs of the states visited. Phraseology is that of the contacts made in the state and grouped here under the "clusters" of common needs mentioned in the introductory section of the main document.

COMMON BASIC EDUCATIONAL NEEDS -- PARTICIPATING STATES

| | Alaska | Arizona |
|---|---|---|
| Administrative abilities and Managerial skills | Planning techniques<br>Organization<br>Scientific management<br>Financing<br>Building libraries<br>Communications<br>Personnel administration | Development of library leadershi<br>Administration and management<br>Program planning and evaluation<br>Strengthen in-service programs<br>Communication/sharing |
| Role of libraries | Awareness of community needs<br>Philosophy of librarianship<br>Law and library legislation<br>New ideas and changes | Relevance of libraries<br>Awareness of community needs |
| Changing patterns (from/to) | Mechanization<br>Interlibrary cooperation<br>Learning techniques - independent study | Regional librarian communications (8 now, 14 later)<br>Statewide reference service<br>Disadvantaged<br>Computers<br>Centralized technical processing |
| Basic library skills | | Reference<br>Cataloging<br>Circulation<br>Professional techniques |
| Specific Groups | Community aides<br>Trustees<br>Friends of the library<br>Library user orientation | User orientation of Indians<br>County law librarians, trustees, state consultants, school district library supervisors<br>Library aides/technicians |
| Other comments | | Wants accessibility of degree work |

| | Colorado | Idaho |
|---|---|---|
| Administrative abilities and managerial skills | Administrative fundamentals, management skills<br>Conference methods<br>Personal relations, human relations<br>Use/development of personnel resources<br>Job analysis/training<br>Behavioral sciences<br>Proposal writing<br>Program planning<br>Library leadership<br>Budgeting<br>Systems analysis | General administrative skills, scientific management<br>Planning and writing programs<br>In-service training programs<br>Administrative relationships<br>Finance and budgeting<br>Communications<br>Leadership training, sensitivity training<br>Public relations<br>Passing bond issues<br>Planning procedures and techniques<br>Personal relations |
| Role of libraries | Objectives and goals of service<br>Political process | Teacher-librarian relationships<br>Relevance of libraries, social issues<br>Library philosophy<br>Library law<br>Political process |
| Changing patterns (from/to) | Concepts of library systems<br>Working with retarded, young adults<br>Automation and data processing | Work with blind, handicapped, migrant children<br>Use of AV materials<br>Interagency cooperation<br>Learning techniques, concepts |
| Basic library skills | Selection, cataloging | |
| Specific groups | Institutional librarians, trustees<br>Orientation of beginning librarians, volunteer workers, school library aides<br>State consultants, government officials<br>School district library supervisors | Library user orientation<br>Medical library specialists<br>Institutional librarians<br>Volunteers, trustees<br>Library consultants<br>Government officials |
| Other Comments | Model media center | Library personnel exchange/ recruiting<br>Resource people |

| | Nevada | New Mexico |
|---|---|---|
| Administrative abilities and managerial skills | Budgeting<br>Human relations<br>Work simplification<br>Personnel administration<br>Intergovernmental relations | Communication<br>Group process<br>Conference techniques<br>Personnel management: in-service training, use of resources |
| Role of libraries | | |
| Changing patterns (from/to) | Current library developments: cooperation, library systems and networks<br>Media centers, non-book materials, services, how to reach<br>Computer technology | Automation<br>Disadvantaged<br>Systems and networks |
| Basic library skills | | Technical services (new developments) |
| Specific groups | Business<br>Local Government<br>Public and community relations | Library technicians program<br>Other agencies |
| Other comments | Increased degree opportunities | |

| | Washington | Wyoming |
|---|---|---|
| Administrative abilities and managerial skills | Leadership<br>Human relations<br>Interpersonal relations<br>Supervision<br>Motivation<br>Systems analysis and management<br>Work simplification<br>Public relations | Administrative relationships<br>Budgeting<br>Program planning and evaluation<br>Group dynamics<br>Personnel training<br>Publicity |
| Role of libraries | Impact of national bibliographical service on techniques and reference services<br>Political process | Philosophy of librarianship<br>Role of libraries<br>Library law |
| Changing patterns (from/to) | Learning theory<br>Library cooperation -- philosophy, aims, principles<br>Media centers, non-book materials<br>Computer technology | Significant national trends<br>Cooperation and communication<br>Machines in libraries<br>Audio-visual equipment |
| Basic library skills | Subject specialization | Book selection |
| Specific groups | Supportive library staff -- introductory and basic skills | User orientation<br>Junior college librarians |
| Other comments | Implementation of proposed library network | Student exchange program<br>Relationship of state library to professional associations |

COMMON BASIC EDUCATIONAL NEEDS -- NON-PARTICIPATING STATES



| | California | Hawaii | Montana |
|---|---|---|---|
| Administrative abilities and Managerial skills | Management<br>In-service training programs | (Basic agreement with general needs identified in other states) | Communications |
| Role of libraries | | | Publicity and public relations |
| Changing patterns (from/to) | Automation<br>School media centers<br>Service to the disadvantaged | | Automation<br>Interlibrary cooperation<br>Audio-visual materials |
| Basic library skills | | | Subject-related institutes<br>Orientation of users<br>Non-book |
| Specific groups | | | Recruitment<br>Institutional librarians<br>School librarians and administrators<br>Development of standards |

| | Oregon | Utah |
|---|---|---|
| Administrative abilities and Managerial skills | No Report | Library leadership; decision-making, creative thinking, new ideas |
| Role of Libraries | | Awareness of functions and performance of libraries<br>Nature of full library program of services, materials, and staff<br>Public relations |
| Changing patterns (from/to) | | Audio-visual materials |
| Basic library skills | | |
| Specific groups | | |

APPENDIX B
Illustrative Programs

| | |
|---|---|
| TITLE: | IN-SERVICE TRAINING (TRAINING THE TRAINERS) |
| PURPOSE: | To train people in management positions who could return to their positions and develop or improve training programs in their own areas. These people would be looked upon as resource people, not only by their own organizations, but also by other agencies in their geographic areas. In essence, each participant becomes a trainer for his area.<br><br>These people would be trained by a five-day residential workshop, followed-up by a training program which they would implement back home, on the job under the guidance of one of the faculty-consultants. |
| OBJECTIVES: | To present principles of program planning; techniques of program design; theories of adult learning; methods and techniques of training; training materials design. |
| PARTICIPANTS: | Librarians already involved in in-service training programs and those working to establish one. 10 from various states. |
| PROGRAM AND METHODS: | Lectures, small groups, simulated exercises, take-home project. |
| WHEN: | October, 1969. |
| WHERE: | Denver, Colorado. |
| STAFF: | One resource consultant for entire five days. Three additional for one day each. One-week follow-up in states. |

| | |
|---|---|
| TITLE: | LEADERSHIP DEVELOPMENT (THE DYNAMICS OF LEADERSHIP) |
| PURPOSE: | To develop leadership potential of those presently in management positions in libraries. |
| OBJECTIVES: | To provide an opportunity to discover the elements of leadership, how it is developed, various styles of leadership and, most important, to actually practice leadership in the sessions themselves and back on the job. |
| PARTICIPANTS: | Open to all people in middle or upper management positions. 50 participants. |
| PROGRAM AND METHODS: | Begin with a three-day opening session (day and night) with emphasis on leadership styles, group process and self-awareness. Great emphasis upon participation and learning "how to lead" by actual doing and reflective "feedback" systems. Attempts to change leader behavior and try different styles. Reinforcement with ETC series on "The Dynamics of Leadership." Take-home assignments and final three-day follow-up. |
| WHEN: | Fall, 1969, session of three days, film series for three months and then follow-up sessions in the spring with the same participants. |
| WHERE: | Where ETC network is available: California, Colorado. |
| STAFF: | One person to "Dean" the workshop; a coordinator in the workshops and working with ETV network and five trainers. |

| | |
|---|---|
| TITLE: | COMMUNICATIONS WITHIN THE LIBRARY |
| PURPOSE: | To enable participants to look at their communications problems and possible areas of behavioral change. |
| OBJECTIVES: | To perceive communications problems of the participants and to analyze their present skills in order to help them in the conduct of their daily tasks.<br><br>To develop new communications skills. |
| PARTICIPANTS: | Supervisory level personnel from all types of libraries who are responsible for supervising and training of staff. 50-70 participants. |
| PROGRAM AND METHODS: | Two-day seminar-type workshop, a residential laboratory. Concerns to be dealt with would be determined by interview questionnaires to the participants prior to the workshop Activities would include participative group interchange, theory sessions, exercises and demonstrations directed at self-evaluation of each person as a communicator. Sessions adapted to specific needs expressed. Follow-up questionnaire will assess the amount of back-home application that was possible. |
| WHEN: | November, December, 1969. |
| WHERE: | Selected centers of population and library service. |
| STAFF: | Two resource consultants plus discussion leaders for small groups. |

| | |
|---|---|
| TITLE: | COMPUTER APPLICATIONS TO LIBRARIES: AN INTRODUCTION |
| PURPOSE: | To provide a basic and introductory understanding of the operation of computers and how they apply to libraries. |
| OBJECTIVES: | To provide a basic orientation to the concepts and terminology of computer operations.<br><br>To examine operational library computer systems and how they can be employed in the modern library. |
| PARTICIPANTS: | Open to all. No limit. Attempt to get public, school, special and academic librarians with little or no understanding of computers. |
| PROGRAM AND METHODS: | Three-day workshop, mostly lecture with field trips and demonstrations. |
| WHEN: | September, October, 1969 |
| WHERE: | Three locations. |
| STAFF: | Resource consultant plus a coordinator to handle administrative arrangements. |

| | |
|---|---|
| TITLE: | SYSTEMS ANALYSIS |
| PURPOSE: | To provide a short-term learning experience for library management needing an understanding of systems analysis. |
| OBJECTIVES: | To develop an awareness and understanding of the basic concepts of systems analysis and their applications to libraries.<br><br>To develop skill in applying these concepts to immediate problems on the job. |
| PARTICIPANTS: | Middle and top management. No limit. |
| PROGRAM AND METHODS: | The program would be developed around the multi-media program in systems analysis as designed by Systems Development Corporation under a grant from USOE. The program has five parts to it and takes about 12 hours.<br><br>The participants gather at large libraries where the program could be set up and administered by the in-service training person (trained in an earlier workshop). A resource person could be brought in for discussion sessions. |
| WHEN: | Materials could circulate in the fall--spending a week in selected places in each state. |
| WHERE: | In all participating states, then 14 weeks of programming on site. |
| STAFF: | In-service person in the library, coordinator from WICHE, and a resource person. |

| | |
|---|---|
| TITLE: | BEHAVIORAL ASPECTS OF MANAGEMENT |
| PURPOSE: | To update middle and upper management levels in libraries with the theory and practice of behavioral sciences in management. |
| OBJECTIVES: | To develop an understanding of behavioral sciences with an emphasis on leadership, motivation, and communications in a library context. |
| PARTICIPANTS: | Middle and upper management levels in libraries and library school faculty. 30 participants. |
| PROGRAM AND METHODS: | Three-day workshop given once in three locations. Lecturettes, small problem-solving and decision-making groups. Some emphasis on group process and organizational effectiveness in addition to review and practice of management skills. |
| WHEN: | September, October, November, 1969. |
| WHERE: | Denver, San Francisco, Seattle. |
| STAFF: | Resource consultants (3) plus a coordinator for administrative arrangements and integration of the program. |

| | |
|---|---|
| TITLE: | QUANTITATIVE ASPECTS OF MANAGEMENT |
| PURPOSE: | To provide those in management positions in libraries with up-to-date concepts and skills in scientific and quantitative management. |
| OBJECTIVES: | To acquire an understanding of program budgeting, PERT techniques, preparation of standards, measurement and evaluation techniques, cost effectiveness, data processing and computer application.<br><br>To enable the library manager to obtain information and skills he needs to do these jobs. |
| PARTICIPANTS: | Middle or upper management levels in libraries and library school faculty. 30 participants. |
| PROGRAM AND METHODS: | Three-day workshop given once in three locations. Paired with a workshop of the Behavioral Aspects of Management workshop. Participants must attend both.<br><br>Lecture sessions combined with small group activities and individual assignments. Case studies, simulated exercises and practice sessions to learn the concepts and skills. These are followed with individual counsel and group help in developing the applications to the participant's work situation. |
| WHEN: | October, November, December, 1969. |
| WHERE: | Denver, Sacramento, Spokane. |
| STAFF: | Resource consultants (3) from the fields of library science and business. Coordinator for administrative arrangements and integration of the program. |

| | |
|---|---|
| TITLE: | PRACTICAL MANAGEMENT TECHNIQUES: Basic and Advanced |
| PURPOSE: | To reach librarians unable to attend workshops and seminars in the area of management skills on an individual learning basis. |
| OBJECTIVES: | To provide basic information on the concepts of planning, staffing, leadership, communications and financial management.<br><br>To include building skills of review and quantitative measurement in these areas. |
| PARTICIPANTS: | Individuals from any type of library located within the participating states. Groups such as systems meetings, in-service training groups or professional association meetings. |
| PROGRAM AND METHODS: | Initially a catalog of available courses would be distributed to librarians in participating states. Subjects would include leadership, staffing, communications, planning, interviewing, work simplification. Courses would include lesson plans, topics for group discussion and testing materials. Programmed self-instruction courses on requested subjects would be sent to individuals and groups wishing to participate. |
| WHEN: | Anytime, at the request of individuals or groups, and if available at WICHE offices. |
| WHERE: | On site. |
| STAFF: | Coordinator at WICHE -- where programs would be kept. |

| | |
|---|---|
| TITLE: | DYNAMICS OF MANAGEMENT |
| PURPOSE: | To present basic management skills<br><br>To reach individuals unable to come to the workshop with basic management skills. |
| OBJECTIVES: | To develop an understanding of the basic elements of management; planning, managing, controlling, staffing, problem-solving, and decision-making. |
| PARTICIPANTS: | Librarians feeling a need for basic management knowledge. No limit. |
| PROGRAM AND METHODS: | Film programs, primarily, followed by group discussion and back-home assignments. Four or five films to a series, spaced a week apart. Series such as American Management Association films or Roundtable films on management would be used. |
| WHEN: | Begin in fall, 1969, and evaluate in January, 1970. |
| WHERE: | Offered in remote locales or for systems meetings; professional association meetings or in-service training groups. |
| STAFF: | Coordinator at WICHE, in-service or state library personnel in each state to handle bookings and arrangements, resource consultant to handle group discussion sessions. |

| | |
|---|---|
| TITLE: | FUNDAMENTALS OF LIBRARIANSHIP: Reference, Cataloging, Circulation, Materials Selection, Housekeeping Functions |
| PURPOSE: | To provide a basic experience in the broad practical arts of librarianship for individuals who have had no formal library training and are now working as librarians. |
| OBJECTIVES: | To develop the skill of basic organization; organization of materials; good reference service; simple circulation systems and how to keep the library functioning through basic knowledge of necessary management functions. |
| PARTICIPANTS: | Open to working librarians without a professional degree. Designed for small, one-man public, school, and special libraries. No limit. |
| PROGRAM AND METHODS: | Initial basic three-day workshop. Practical sessions directed toward the development of skills and knowledge at the workshop itself, for application in each "back-home" situation: how to catalog, basic reference sources and how to use them, how to select materials, varous circulation systems, management of a small library.<br><br>Programmed learning materials in these areas--such as a course from the American Institute of Management in Wisconsin and the Ohio State Library Reference course--to be used as a follow-up to workshop basic introduction.<br><br>A three-week summer program would be designed later to take these participants into other aspects of library service, building on the skills learned and applied from the earlier aspects of the program. |
| WHEN: | Workshop in November, 1969, followed by programmed materials as a summer follow-up program. |
| WHERE: | Three-day workshop in selected areas; materials dispersed to participants on site. Summer program suggested in Wyoming or Idaho. |
| STAFF: | Coordinator to handle arrangements for initial workshops and to be a point for the distribution of follow-up programmed instruction courses. Resource persons for workshop presentations in each subject--probably a total of four persons. |

| | |
|---|---|
| TITLE: | THE TECHNIQUE OF REFERENCE |
| PURPOSE: | To develop more perceptive and skillful human relationships among library staff members in their dealings with the public as reference librarians. |
| OBJECTIVES: | To increase reference skills.<br><br>To build lines of communication within systems areas. |
| PARTICIPANTS: | Library personnel from small public and school libraries, preferably those within a systems area. 30-50 participants. |
| PROGRAM AND METHODS: | One-day workshop environment with lecturettes, participative group interchange and role-playing for skills practice and analysis. |
| WHEN: | Late fall, 1969. |
| WHERE: | Systems headquarters in various participating states, probably four or five within a state. |
| STAFF: | Consultant, plus a local coordinator. |

| | |
|---|---|
| TITLE: | LEARNING THE ART OF STORYTELLING ON YOUR OWN |
| PURPOSE: | To provide an opportunity for the many librarians in small communities to become more proficient in the art of storytelling. |
| OBJECTIVES: | To develop storytelling skills by means of reading about how to do it, listening to records, viewing filmstrips and, finally, practicing storytelling at home. |
| PARTICIPANTS: | Open. No limit. |
| PROGRAM AND METHODS: | Packaged self-instruction program to be sent to the individual, including filmstrips, recordings and selected, self-directed readings. |
| WHEN: | Anytime it is requested, beginning in fall, 1969. |
| WHERE: | Participating states, on site. |
| STAFF: | Coordinator at WICHE. |

| | |
|---|---|
| TITLE: | MAJOR ISSUES IN LIBRARIANSHIP: A Current Awareness Program |
| PURPOSE: | To provide librarians with an understanding of major issues affecting the field of librarianship today. |
| OBJECTIVES: | To gain an understanding of what is happening in the library world with specific reference to new trends in: Technical Processing; Management (unions); Distribution (bulk and mail catalogs); Unreached Groups; Systems Implementation. Also, what is happening in related fields that might impinge on the library world. |
| PARTICIPANTS: | Open to all library personnel. No limit. |
| PROGRAM AND METHODS: | Mostly lectures, films, etc. Based on expressed concerns of librarians in the area. |
| WHEN: | August, September, 1969 -- Five days. |
| WHERE: | Phoenix, Seattle, Cheyenne. |
| STAFF: | One person for each day, rotate to next. |

TITLE: REACHING THE UNREACHED

PURPOSE: To actively involve library staff and administrators to consider the adults who are not involved with the library. Participants will explore various means by which the library staff and community resources may be most effectively utilized for the fuller educational development and growth of the non-users--particularly those culturally and economically disadvantaged.

OBJECTIVES: To use the community as a laboratory and to bring the librarians directly to the community for direct encounters with non-users--such as people from ghetto areas, the elderly, teenagers, and the business community so that librarians might learn "first-hand" the characteristics of non-users.

To learn the skill of working with groups--and, in particular, individuals and groups with which librarians and staff do not typically come in contact.

To practice the skill of how to change attitudes of a non-user of the library so that he might become a user.

To acquaint the disadvantaged and culturally deprived, the elderly, the teenagers, and the business community with library resources that are now available and to create new and appropriate ways of meeting their needs.

To stress a team approach with library staff and administrators from the same urban libraries, to work in depth in small group discussions on "back-home" responsibilities of the workshop.

PARTICIPANTS: Thirty from the entire WICHE region. Those who can and want to implement an outreach program. At best, teams of two from each library.

PROGRAM AND METHODS: Actual confrontation with "unreached" groups including representation of the middle class, professional and business groups--as well as the economically deprived groups. Design of a program to be implemented back on the job.

Using the community as a laboratory; going out into disadvantaged areas. Best if the program could be set up in the ghetto. Community representatives brought into the "library group" as reactors. A one-week, five-day workshop--residential.

WHEN: Fall, 1969.

WHERE: Albuquerque, New Mexico, and San Francisco.

STAFF: Three resource consultants plus a coordinator for administrative details and integration of the program.

Appendix C

Map of WICHE Region

# Appendix D

Job Descriptions of Program Personnel

1. Program Director

2. Program Associates

3. State Director of Continuing Education for Library Personnel

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Cooperative Educational Development for Library Personnel

Position Specification: Program Director

| | |
|---|---|
| Location: | Boulder, Colorado |
| Title: | Regional Program Director, Cooperative Educational Development for Library Personnel Program |
| Salary: | Commensurate with applicant's education and experience |
| Beginning Date: | No later than January, 1970 |

---

The Position

History of the Position: This is a new position established to provide regional leadership in the cooperative educational development of library personnel in the WICHE states.

Major Functions: The Program Director will work with the library leadership in each of the participating states to:

1. Design, implement and coordinate cooperative regional educational programs for library personnel;

2. Recruit and train Program Associates to direct continuing education of library personnel at the sub-regional level;

3. Consult with cooperating State Librarians in the recruitment and selection of state directors for continuing education of library personnel;

4. Build a regional resource file of educational resources available for planning and programming;

5. Supervise the work of Program Associates in the development of regional continuing education programs for library personnel;

6. Review and evaluate annually each cooperating state's continuing education program for library personnel;

7. Plan and conduct an active public relations program aimed at the support of continuing education programs for library personnel at both the lay and professional levels;

8. Establish and maintain communications with regional and national organizations in library education, librarianship, adult education, and information sciences;

9. Stimulate the development and dissemination of appropriate training materials for use in state and regional educational programs for library personnel;

10. Review and evaluate the impact of the program on library personnel and library services.

Travel: The Regional Director will spend approximately 25 percent of his time in the field.

Relationship: The Regional Program Director will report to the WICHE Associate Director for General Regional Programs.

Compensation: Commensurate with the applicant's education and experience.

In addition, the Director will participate in TIAA retirement benefits as he qualifies. He will also participate in the employee benefit programs which include hospitalization and major medical, total disability, life and travel accident insurance. Employees share the cost of hospitalization and major medical.

Opportunity for Growth: This is an opportunity to be associated with a project of regional and national significance in the development of continuing education programs for library personnel at all levels. There will be considerable opportunity to interact with the leaders in library services and library education, higher education and adult education at national and state levels.

Successful performance as the Director of this project will create a wide range of options for professional advancement in the field of library education.

Duration: The project is planned for a period of four years beginning the fall of 1969.

## The Candidate

Essential Experience: The ideal candidate for this position will have a proved record of substantial and successful experience in library science and continuing education for library personnel.

He should possess an understanding of current library manpower trends and their implications for the future.

He should possess an understanding of the field of information science and its implications for libraries.

He should possess the ability to communicate with all professional segments concerned with continuing education for librarians.

Academic Preparation:

Qualifications Required:

| Academic | Job Experience |
|---|---|
| Ph.D. | 1-3 years |
| M.A. or M.L.S. | 5-10 years in a responsible administrative post in a major library or library system |

Types of Preparation or Experience Preferred:

1. Library Education

2. Adult Education (Field experience in teaching and programming)

Personal Qualities: Personable, and capable of promoting constructive compromise. Ability to pull together information from many sources to design and implement creative programs. Good command of written and oral English. Capable of encouraging cooperative coordination.

Professional Affiliations: Membership in appropriate professional associations related to library science and library education. Be willing to join key organizations when necessary.

---

WICHE Contact for further information:

Write: Kevin Bunnell
Western Interstate Commission for Higher Education
P. O. Drawer P
Boulder, Colorado 80302

Telephone: (303) 449-3333

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Cooperative Educational Development for Library Personnel

Position Specification: Program Associate

| | |
|---|---|
| Location: | Boulder, Colorado |
| Title: | Program Associate, Cooperative Educational Development for Library Personnel Program |
| Salary: | Commensurate with applicant's education and experience |
| Beginning Date: | No later than January, 1970 |

---

## The Position

History of the Position: This is a new position established to provide state leadership in the cooperative educational development of library personnel in the WICHE states.

Major Functions: The Program Associates will work with the Library Program Director and with the library leadership in each of the participating states to:

1. Develop organizational procedures and priorities for continuing education programs;

2. Design and implement interstate educational programs for library personnel;

3. Survey regional educational needs and resources;

4. Develop and test innovative educational methods for library personnel;

5. Assist in developing and implementing training programs for State Directors of Continuing Education;

6. Coordinate educational activities as assigned;

7. Develop and maintain communications with concerned publics;

8. Assist State Directors in development of state educational plans for library personnel;

9. Review and evaluate the impact of the program on library personnel and library services.

Travel: The Program Associate will spend an average of 25 percent of his time in the field.

Relationship: The Program Associate will be under the supervision of the Regional Program Director.

The Program Associate will consult regularly with and receive training from the WICHE Regional Program Director for continuing education for library personnel program.

Compensation: Commensurate with the applicant's education and experience.

In addition, the Associate will participate in TIAA retirement benefits as he qualifies. He will also participate in the employee benefit programs which include hospitalization and major medical, total disability, life and travel accident insurance. Employees share the cost of hospitalization and major medical.

Opportunity for growth: This is an opportunity to be associated with a project of state and regional significance in the development of continuing professional education programs for library personnel at all levels in the field of library science and services. There will be considerable opportunity to interact with leaders in library services and library education at the state and regional levels.

Successful performance as an Associate will create a wide range of options for professional advancement in the field of library education.

Duration: The project is planned for a period of four years beginning the fall of 1969.

## The Candidate

Essential Experience: The ideal candidate for this position will have an interest in and some experience in library science and continuing education programs.

He should possess the ability to communicate with all professional segments concerned with continuing education for librarians.

Personal Qualities: Personable and capable of promoting constructive compromise; ability to pull together information from many sources to design and implement creative educational programs; good command of written and oral English; capable of encouraging cooperative coordination.

Academic Preparation:

Qualifications Required:

| Academic | Job Experience |
|---|---|
| M.A. or M.L.S. | 1-3 years in Adult Education or Library Service |

Types of Preparation or Experience Preferred:

1. Developing and conducting adult learning programs
2. Professional position in a reasonably comprehensive library or library system
3. Community Development programming

Professional Affiliations: Membership in appropriate professional associations related to library science and library education desirable but not necessary. Be willing to join key organizations when necessary.

---

Contact for further information:

Write: Kevin Bunnell, Ed.D.
Western Interstate Commission for Higher Education
Post Office Drawer P
Boulder, Colorado 80302

Telephone: (303) 449-3333

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Cooperative Educational Development for Library Personnel

Position Specification: State Director

Location: Participating State

Title: Director of Continuing Education for Library Personnel

Salary: (To be set by employing state)

Beginning Date: January, 1972

---

The Position

History of the Position: This is a position established to provide statewide leadership in the cooperative educational development of library personnel in the participating state.

Major Functions: The Director will work with library leadership in the state to:

1. Assess educational needs and resources;
2. Develop and implement a program to meet the educational needs;
3. Maintain a file of educational resources within the state and region;
4. Review and evaluate the impact of the program on library services and personnel;
5. Cooperate with neighboring states in meeting common educational needs;
6. Maintain communications with interested publics.

The Director will work with other State Directors and the WICHE Library Program staff to:

1. Develop his own professional skills in continuing education for library personnel;

2. Facilitate interstate educational programs;

3. Review and evaluate the regional program;

4. Maintain a regional file of educational resources for the program;

5. Develop and test new methods of continuing education for library personnel;

6. Strengthen library education at all levels in the state's educational institutions.

Travel: The State Director will spend approximately 25 percent of his time in the field.

Relationships: The State Director will report to the State Librarian; serve as executive staff to the State Advisory Committee on continuing education for library personnel; consult with the WICHE Library Program Director and his Associates.

Compensation: (Set according to state library scales in each state.)

Academic Preparation:

Qualifications Required:

Academic

M.A. or M.L.S.

Types of Preparation or Experience Preferred:

1. Adult Education (Teaching and programming)

2. Library Services ( in a variety of posts)

3. Community Development programs